DOCUMENT RESUME

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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to writing and speaking for a variety of academic and technical purposes. It begins with reference to the particular content standard addressed in the package, the educational level of the package (primary), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) teach a skill or activity by writing directions and using illustrations as visual aids; (2) write a fictional story based on a personal experience; (3) write a report; and (4) participate in a panel discussion, making a short presentation and responding to audience questions. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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ED 460 387

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Example Performance Package
Minnesota Profile of Learning

Content Standard: Write and Speak: Writing and Speaking **Level:** Primary

Title of Package/Activity: Writing & Speaking

Summary Statement of Content Standard:

Write and speak for a variety of academic and technical purposes.

Description of Student Performances:

Task 1: Teach a skill or activity.

Task 2: Write a fictional story.

Task 3: Write a report.

Task 4: Participate in a panel discussion, making a short presentation and responding to audience questions.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3 - Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

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CS 216 751

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EXAMPLE PERFORMANCE PACKAGE TASK 1
Writing & Speaking

Content Standard: Write and Speak: Writing and Speaking **Level:** Primary

Specific Statement(s) from the Standard:

A student shall demonstrate the ability to write and speak for a variety of academic and technical purposes through:

A. teaching another how to perform an action or create a product by:
   1. writing directions with multiple steps
   2. sequencing steps accurately
   3. using task-specific vocabulary
   4. writing a list of necessary materials
   5. using illustrations or visuals as a teaching aid

Product(s):

- Directions
- Supplies list
- Illustrations or visual aids
- Teaching session

Task Description:

Overview: Students will teach another student a skill or activity using sequenced, multiple step directions, task-specific vocabulary, a list of supplies, and illustrations or other visual aids.

Teachers should model the steps below and give regular feedback to students on each step.

Steps:

1. Students select a specific skill or activity to teach another student. If possible, have students demonstrate skills/activities used in the context of existing curriculum (for example: games, exercises or activities in physical education; instrument use, songs, or rhythm patterns; use of visual art techniques and tools; science procedures; use of software programs/applications; set-up of electronics or hardware such as VCRs, computers, LCD panels).

2. Students prepare for their teaching session by creating the following materials:
   - directions with multiple steps sequenced appropriately, including words that are specific to the skill/activity; students should plan to define words that are unfamiliar to the person they will be teaching
   - a list of supplies necessary
   - illustrations or other visual aids that can be used as teaching aids.

Task Description, continued

3. Students rehearse their teaching session with another student. Give feedback to the student about the following issues:
   - Are the directions clear with the steps in a logical order?
   - Is task-specific vocabulary used and defined?
   - Is the supplies list complete?
   - Are the visual aids clear? Do they help explain the skill/activity?

4. Students revise their teaching materials based on their rehearsal experience and your feedback.

5. Students teach their skill/activity to another student. The teaching session may be video-taped for future reference.

Special Notes:

The materials and topics used in this package should be adapted based upon the curriculum used by individual school districts.

EXAMPLE PERFORMANCE PACKAGE TASK 1
Writing & Speaking

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Directions	
_____	Directions are clear and complete.	_____
_____	Multiple steps are correctly sequenced.	_____
_____	Directions include use of task-specific vocabulary.	_____
	Supplies List	
_____	Materials list is clear and complete.	_____
	Illustrations or Visual Aids	
_____	Illustrations and/or visual aids clarify the directions.	_____
	Teaching Session	
_____	Teaching session is well-organized and focused on the skill/activity presented.	_____
_____	Visual aids are effectively used as teaching aids.	_____
_____	Words specific to the skill/activity are used and defined as necessary.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 2
Writing & Speaking

Content Standard: Write and Speak: Writing and Speaking **Level:** Primary

Specific Statement(s) from the Standard:

A student shall demonstrate the ability to write and speak for a variety of academic and technical purposes through:

B. writing a story by:
   1. describing ideas or events from personal experiences, observation, or imagination
   2. sequencing ideas or events
   3. using details or examples to create images

Product(s):

- Pre-writing materials
- Working drafts
- Fictional story

Task Description:

Overview: Students will write a fictional story based on a personal experience. Students will demonstrate use of the writing process, including pre-writing, drafting, revising and editing. Students will save all documents created and used in the writing process.

Teachers should model the steps below and give regular feedback to students on each step.

Steps:

1. Students complete a series of pre-writing exercises to prepare for and gather ideas for their story.

   Exercises may come from your existing writing curriculum, focusing on the story elements listed here:

   - brainstorm of personal experiences from which to create a fictional story
   - details observed about people or places to be used in the story
   - conflict and resolution (or problem and solution)
   - sequencing of events (beginning, middle, and end).

   Exercises may take the form of webs, idea maps, lists, drawings, and writings.

2. Using ideas from their pre-writing exercises, students draft a short story. The plot should include a conflict and resolution (or a problem and a solution) with events appropriately sequenced. The story should include images taken from observation and/or the student's imagination. (Note: The standard does not require that students use "imagery" or "figurative language." However, student writing should include specific examples and details which enable the reader to visualize the images in the student narratives.) If possible, have students word process their work, either transposing handwritten copies or composing directly on the computer.

Task Description, continued

3. Students read each other's work to give feedback on the content of the story. It is helpful for students to have multiple peer readings of their work to ensure quality review. Questions that may be helpful to guide the peer responses include:
   - What did you like about the story?
   - What parts of the story were confusing to you?
   - Are the events of the story in a logical order? How could the events be sequenced differently?
   - Where in the story would you like to see more details, examples, and information?
   - Could you clearly "see" what is described in the story?

   Give students feedback on their story draft, focusing on the issues listed above as well.

4. Students revise their stories based on feedback from peer and adult readers and then prepare a final draft. This draft may include illustrations.

Special Notes:

Editing
Editing is typically the final step in the writing process. While it would be appropriate to have students edit their own and other's stories, editing is **not** required in the primary Writing and Speaking standard.

Evidence
Students should save each draft, all notes, and feedback sheets so the writing process can be assessed as well as the final product.

EXAMPLE PERFORMANCE PACKAGE TASK 2
Writing & Speaking

FEEDBACK CHECKLIST FOR TASK 2

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Prewriting and Working Drafts	
_____	Prewriting exercises are complete.	_____
_____	Prewriting exercises are used to generate ideas for the story.	_____
_____	Initial draft is complete enough to allow for peer review.	_____
_____	Revision ideas are used to improve the story.	_____
	Fictional Story	
_____	Ideas and events are clearly described in realistic and/or imaginative detail.	_____
_____	Ideas and events are sequenced appropriately.	_____
_____	Story includes use of specific details and examples.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 3
Writing & Speaking

Content Standard: Write and Speak: Writing and Speaking **Level:** Primary

Specific Statement(s) from the Standard:

A student shall demonstrate the ability to write and speak for a variety of academic and technical purposes through:

C. writing a report to describe and give information about a person, an object, or a situation

Product(s)

- Notes
- Outline or idea map
- Working drafts
- Report

Task Description:

Overview: Students will write a report on a person, object, or situation. (Note: the topic may be selected by the student, but it should be connected with existing curriculum and content areas.) In creating the report, students will take notes, organize their material, write a first draft, give and receive peer feedback on content, and complete a final draft. Students will save all documents created and used in the writing process.

Teachers should model the steps below and give regular feedback to students on each step.

Steps:

1. Students select a topic for their report. It may be helpful to give students a list of topics from which to choose. Topics should be connected to existing curriculum and content areas. While students should not all write on the same topic, they may work on similar ones. Possible topic categories include authors, historical figures, animals, scientific and technology tools, inventions, historical and current events, national parks. Give students feedback on their topic to ensure that they have picked one for which there is adequate information.

2. Students develop guiding questions for their topic. Since the focus of this assessment is on the writing process rather than on inquiry, these guiding questions may be fairly directed. For example, if all students are writing a report on their favorite author, the class may develop together a list of possible questions. Or, you may require a particular set of questions, with students adding two or three questions of their own. Give students feedback on their questions.

Task Description, continued

3. Students take notes on their topic, finding answers to their guiding questions. Consider requiring a particular format for notetaking. Notes should include the following:
   - information paraphrased in the students' own words; direct quotations indicated with quotation marks
   - sources documented
   - vocabulary specific to the topic defined.

   Consider defining the number and type of sources required. (Sample requirement -- three sources: one print, one electronic, and one interview.) Again, since this is a write and speak standard rather than an inquiry standard, the research process is not the focus of the assessment. Still, students need to have enough information to prepare a complete report. Give students feedback on their notes, checking that they used their own words in the notes, and checking for accuracy and completeness.

4. After reviewing their notes, students organize their information using an outline, idea map, or other method used within your writing curriculum.

5. Students write an initial draft of their report. Consider requiring a particular format for the report. Also, encourage students to define vocabulary specific to their topic within their report. If possible, have students word process these drafts, either transposing handwritten copies or composing directly on the computer.

6. Students receive feedback on the content of their drafts. Each student should have at least two peer readers in order to get quality feedback. Readers should focus on the content of the report. Give students feedback on their drafts and on their reading of other students' work.

7. Students revise their drafts based on feedback from their peers and from adult readers and then prepare a final draft of their report.

Special Notes:

Editing
Editing is typically the final step in the writing process. While it would be appropriate to have students edit their own and other's stories, editing is **not** required in the primary Writing and Speaking standard.

Evidence
Students should save each draft, all notes, and feedback sheets so the writing process can be assessed as well as the final product.

EXAMPLE PERFORMANCE PACKAGE TASK 3
Writing & Speaking

FEEDBACK CHECKLIST FOR TASK 3

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Notes	
_____	Notes are complete and accurate.	_____
_____	Notes are focused on the guiding questions.	_____
_____	Notes are written in the student's own words.	_____
_____	Direct quotations are identified with quotation marks.	_____
_____	Sources are documented.	_____
	Outline or Idea Map	
_____	Plan for the organization of the report is clear.	_____
	Working Drafts	
_____	Initial draft is complete enough to allow for peer review.	_____
_____	Revision ideas are used to improve the report.	_____
	Report	
_____	Report clearly describes and gives information about a person, object, or situation.	_____
_____	Information in the report is detailed, accurate, and focused on the topic.	_____
_____	Vocabulary specific to the topic is defined within the report.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 4
Writing & Speaking

Content Standard: Write and Speak: Writing and Speaking **Level:** Primary

Specific Statement(s) from the Standard:

A student shall demonstrate the ability to write and speak for a variety of academic and technical purposes through:

D. giving an informal oral presentation by:
   1. presenting an opinion or idea
   2. using reasons or examples to explain it
   3. responding to related questions from the audience

Product(s):

- Notes or outline
- List of possible questions from the audience and notes for responses
- Presentation
- Written or verbal reflection on the presentation

Task Description:

Overview: Students will participate in an informal panel discussion, making a brief, prepared presentation and answering questions from the audience. Topics for the panel discussions should be connected to existing curriculum and content areas.

Teachers should model the steps below and give regular feedback to students on each step.

Steps:

1. In "panel discussion" groups, students develop thoughts for their individual presentations, creating brainstorm lists or idea maps.

2. Each student organizes his/her thoughts into an outline or set of notes. Each student's presentation should be about one to two minutes long. The focus should be one opinion or idea, clearly stated. Specific reasons and examples should support the idea/opinion. (Note: students should not prepare a formal script from which to read.) Give students feedback on the content and length of their presentation.

3. After rehearsing their presentations with others from their panel, each student generates a list of questions the audience might ask of him/her. Have students consider both closed and open-ended questions. Other students in each panel group may help identify possible questions. Reviewing this list, a student may either add information to his/her presentation or may simply prepare to answer these questions in the Q & A period.

Task Description, continued

4. Students in panels make their informal presentations to the class and answer questions from the audience. Ensure that each student is asked to respond to at least three questions from the audience. Some of the questions should be open-ended to allow for more complex responses from the students.

5. Students reflect on their presentation, answering the following questions verbally or in writing:

   General: What did you like about your presentation? If you could do your presentation again, what would you do differently?

   Presentation of Opinion/Idea: Did you clearly state your opinion or idea?

   Use of Reasons and Examples: How well did you use reasons and examples to support your opinion or idea?

   Response to Questions: How well did you answer questions from the audience? Which questions from the audience were ones for which you were prepared? Which questions from the audience were surprising to you? Why?

Special Notes:

Panel Topics and Formats
Panel discussion topics should be developed in the context of existing curriculum. While it would be possible to have students make informal presentations independently, being part of a panel of students addressing a similar topic may reduce possible public speaking anxiety. Panel discussions can be modeled after news program or talk-show formats. If a student serves as moderator of the panel, he or she would need to be a panelist with another group as well.

Questions from the Audience
Students may need instruction and practice in asking questions, particularly open-ended ones. Adult members of the audience may need to ask questions if the peer audience questions do not allow for sufficient responses from each panelist.

EXAMPLE PERFORMANCE PACKAGE TASK 4
Writing & Speaking

FEEDBACK CHECKLIST FOR TASK 4

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Preparation	
_____	Outline/notes are complete and well organized.	_____
_____	Ideas and opinions are supported by detailed evidence.	_____
_____	List of questions covers a wide range of possible audience questions.	_____
	Presentation	
_____	Presentation is well-organized and focused on the chosen opinion or idea.	_____
_____	Reasons and examples clearly support the opinion or idea.	_____
_____	Responses to the audience's questions are accurate and clear.	_____
_____	Responses to the audience are focused on the opinion or idea.	_____
	Reflection	
_____	Specific examples and details from the presentation are used to illustrate the student's: • presentation of opinion/idea • use of reasons and examples • response to questions.	_____
_____	Elements identified as areas for improvement are appropriate and accurate.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):